



GAP GENERAL ADMINISTRATIVE PROCEDURE

SECTION:	500 SCHOOL ORGANIZATION AND MANAGEMENT
GAP NUMBER:	530.00
SUBJECT:	Catholic Code of Conduct

REFERENCE: Policies:9.01 Catholic Code of Conduct 9.02 Bullying Awareness, Prevention and Intervention 9.03 Progressive Discipline 9.04 Delegation of Authority

12.00 Equity and Inclusion Act 12.01 12.02 Education Act Sec 102 B(6) 4 (s) 14 (7) B.6. (001..T.c.; (e)0.8ijT.J.D..6.

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- d) This General Administrative Procedure (GAP) details Catholic Code of Conduct and is grounded in the transformative potential of individuals. It sets out DPCDSB-wide expectations of all members of each school community.
- e) In the case of more serious breaches of DPCDSB-wide expectations, this GAP identifies a range of responses for the imposition of progressive discipline, which may involve third parties, such as police, child protection agencies and/or other outside agencies. Progressive discipline may include actions up to and including suspension and/or expulsion of students from a school or the DPCDSB, and, in the case of any individual, an official notice of trespass, enforceable by police. In all cases, a degree of latitude has been provided to allow school administrators to ascertain that an incident has occurred, to determine the nature of the incident, and to exercise supportive interventions and/or consequences.
- f) The oversight of the enforcement of this GAP on all DPCDSB property is the responsibility of the designated Supervisory Officer.
- g) In addition to this GAP, DPCDSB has policies and procedures applicable to staff, volunteers, contractors, and vendors. For specific details refer to DPCDSB Policies and general administrative procedures applicable to Employee Relations and Human Resources and Supply Chain Management.

treat one another with dignity and respect at all times, and especially when there is disagreement

respect differences in people, their ideas, and their opinions;

respect and celebrate diversity;

respect and treat others fairly, regardless of citizenship, race, place of origin, ethnic origin, colour, ancestry, disability, age, creed, sex/pregnancy, family status, marital status, sexual orientation, gender identity, gender expression, receipt of public assistance (in housing), and record of offences (in employment);

use verbal and nonverbal communication appropriate to a Catholic environment;

demonstrate respect for persons in positions of authority;

respect the need for others to work in an environment that is conducive to learning;

reconcile differences and work toward restorative amends;

resolve conflicts peacefully, seeking assistance from staff, if necessary;

take appropriate measures to help those in need, especially the most vulnerable;

acknowledge and support those who are marginalized;

be punctual, prepared, properly attired, and attentive to the learning/work process;

refrain from swearing at a teacher or at another person in a position of authority;

- b) A comprehensive plan to disseminate the Catholic Code of Conduct will ensure that all DPCDSB community members are informed that the standards of behaviour apply not only to students, but to all individuals involved in DPCDSB operations, including students, parents/guardians, volunteers, teachers, vendors, visitors, staff, whether they are on school property, on school buses, at school-related events, or participating in parish activities, or involved in other circumstances that could have an impact on the school climate.
- c) All schools and DPCDSB locations shall post DPCDSB signage and messaging on automated telephone systems to remind all community members accessing DPCDSB schools or other premises to engage in respectful, constructive interactions or risk being asked to leave the school or DPCDSB premises.

2.2. Upholding the Catholic Code of Conduct

- a) The local school community, under the leadership of the school principal, will undertake a comprehensive school-wide approach to upholding the Catholic Code of Conduct, ensuring the development of a faith-filled, positive school climate. The school plan will provide its members with the necessary information, skills, disciplinary protocols and professional development to:
 - live up to their responsibilities to contribute positively to a safe, caring, inclusive and healthy Catholic community, and
 - avoid actions that may contravene the Catholic Code of Conduct and thereby negatively impact the community.
- b) Provided there is no immediate risk of physical harm to any individual, staff members who work directly with pupils on a regular basis shall respond to any inappropriate and disrespectful behaviour or any other behaviour that negatively impacts school climate, which they believe to have occurred during the course of their duties or otherwise while on school property or during a school related event may cause a negative school climate for which a suspension or expulsion may be imposed, which they believe to have occurred during the course of their duties or otherwise while on school property or during a school related event.
- c) Consistent application of the Catholic Code of Conduct is guided by the philosophy of progressive discipline, which offers a philosophical construct and guiding principles from which prevention, intervention, and response protocols naturally emerge.

2.3. The Philosophy of Progressive Discipline

- a) Central to the practice of progressive discipline is a safe, caring, and inclusive community. Members of this community collaborate, communicate, and consult in the development of a comprehensive system of supports that strengthens the school's collective commitment to

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3. ENFORCING THE CATHOLIC CODE OF CONDUCT

- a) When a challenging behavior occurs, the principal ensures due process and equitable and just treatment for all involved in the incident. This treatment is predicated on the understanding that equitable and just processes consider the Mitigating and Other Factors outlined in section 3.5 (b) of this GAP. The application of progressive discipline ensures consistency in process while affording a differentiated response to suit the individuals and circumstances of the incident. The appropriate response to challenging behaviours may take the form of an intervention, a support, and/or a consequence.
- b) When enforcing the Catholic Code of Conduct at the classroom, school, and DECSB staff will undertake a broadly collaborative process in determining the most appropriate response to address a challenging behavior. This process involves consultation with parents/guardians however, the final decision rests with the principal and/or designate.

3.1.

Section 306- Shall Consider Suspension		Section 310- Shall Suspend	
306-5	Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school	310-5	Trafficking in weapons or in illegal drugs
306-6	Bullying	310-6	Committing robbery
306-7	Breach of Code of conduct, PCDSB & school policy	310-7	Giving alcohol or cannabis to a minor
306-7	Being under the influence of alcohol or illegal or restricted drugs	310-7.1	Bullying, if (i) the pupil has previously been suspended for engaging in bullying and (ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person
306-7	Habitual neglect of duty, PCDSB and school policy	310-7.2	Any activity listed in subsection 306 (1)

3.2.1. *Education Act*, Section 306 Suspensions

- a) A principal shall consider whether to suspend a pupil if the pupil

- d) If the principal determines no offence has been committed, then no suspension under Section 310 shall be issued. The principal may consider and assign alternatives to

h) Outcome 4:

disciplinerelevant learning reflection assignments;
referral to school administrator;
student and parent/guardian conference;
consultation with school support staff;
involvement of chaplaincy team leader and/or parish resources;
involvement of school support and Support Services;
school team conference/progressive discipline conference;
attendance counselling;
behaviour modification program;
Crisis Prevention and Intervention (CPI);
individual, peer, group, and/family counselling;
referral to community agency (e.g., Children's Aid, police, treatment medical agencies);
volunteer service to the school community;
withdrawal of privileges;
restitution for damages;
mentor and/or peer mediation;
conflict resolution;
restorative practice;
assignment to an alternative learning environment;
suspension;
expulsion.

3.4. Mitigating and Other Factors the Principal Must Consider

- a) Before determining the discipline, if any, to follow the issuing of a suspension, required by the Education Act and Ontario Regulation 472/07, the principal must consider any mitigating and other factors as set out in the DPCDS Suspension and Expulsion Guidelines. The DPCDS interprets the provisions of the Education Act and Regulations in a broad and liberal manner consistent with the Ontario Human Rights Code. The principal shall (pr)1310 Tdx<1.8584mxee[Tc 0.001 Tw 0.27(w)6ag4 1 Tf 0 Tw [(E)-3.

3.5. Three Factor Analysis

- a) In considering the most appropriate response to address inappropriate behavior, following defining the offence under either Section 306 or 310 of the Education Act and the reporting of the offence, the following items shall be taken into consideration when determining the appropriate consequences
- b) Factor 1: the individual student and circumstances (e.g., mitigating or other factors). The following "mitigating" and "other" factors must be considered at every stage of deliberation when determining the most appropriate programs, supports, interventions and consequences as they relate to student conduct.

Mitigating Factors The following mitigating factors shall be considered:

- o the pupil does not have the ability to control their behaviour
- o the pupil does not have the ability to understand the foreseeable consequences of their behaviour;
- o the pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

Other Factors The following additional factors shall be considered

- o the pupil's history;
- o whether a progressive discipline approach has been used with the pupil;
- o whether the activity for which the pupil may be or is being suspended or expelled was

3.7. Reporting Incidents and Violent Incidents

- a) All incidents that may lead to a suspension/expulsion that occur on school premises and/or during schoolrun programs (including off-site), must be reported. In the event of witnessing or receiving information regarding an incident that may lead to suspension/expulsion:
- (i) Staff shall complete a GF 025 Safe Schools Incident Reporting Form – Part I.
 - (ii) Upon receipt of a Safe Schools Incident Reporting Form, the principal and/or designate must issue the GF 025 Safe Schools Incident Reporting Form II - Acknowledgement of Receipt Report
 - (iii) The principal and/or designate

3.9. The Discipline Committee: Powers During Suspension Appeal and Expulsion Hearings

- a) The DPCDS authorizes the creation of a Discipline Committee of no fewer than three (3)

- b) Trustees oversee the development and consistent implementation of DPCCSBs by:

studying, reviewing and approving all policies/regulations, and subsequent changes, related to standards of conduct, progressive discipline and school safety;
ensuring that these policies/regulations reflect the mission of Catholic education as articulated in the Ontario Catholic School Graduate Expectations (OCSGE);
hearing all suspension appeals and deciding on recommendations for expulsions;
ensuring that when considering suspension appeals and expulsion recommendations, consideration is given to whether or not the discipline might have a disproportionate impact on a pupil under any of the grounds protected by the Ontario Human Rights Code and/or exacerbate any disadvantage the pupil may experience in society;
hearing delegations from concerned community members.

4.3. Principals

- a) The principal will provide leadership at the local school level in the administration of the Catholic Code of Conduct: modeling servant leadership; cultivating an authentic, safe, caring and inclusive Catholic culture; empowering staff commitment and student involvement in the life of the school; promoting the highest possible standards of conduct and special care for the most vulnerable; ensuring consistent enforcement of school expectations using the DPCCSB-approved progressive discipline protocol and other DPCCSB policies and procedures; providing staff development opportunities regarding positive school climate and safety; cultivating strong partnerships with parish and community agencies.
- b) The principal will fulfill these responsibilities:

demonstrating care and commitment to academic excellence within a safe, caring, and inclusive teaching/learning environment;
educating the school community with respect to the Catholic Code of Conduct and the Gospel imperatives implicit in it
holding everyone under their authority accountable for their behaviour and actions, emphasizing the importance of self-discipline, respect, kindness and courtesy;
modeling Gospel values in all areas of leadership, including matters of conduct and safety;
creating opportunities for the school community to engage in service projects and activities that promote the Gospel values of love, respect, kindness and courtesy.

- d) All DPCDSB students are expected to uphold the highest standards of personal conduct, to strive for academic excellence, to contribute positively to the community life of the school and to embrace the Gospel values and living traditions of the Catholic Church, as articulated in the Ontario Catholic School Graduate Expectations (OCSGE) (see GAP Section 5 for information about the OCSGE).
- e) Students will exercise self-discipline in their respect for self, staff, fellow students, school property, and the property of others.
- f) Students will take full responsibility for their own actions and strive to live up to the expectations of the Catholic Code of Conduct and all other DPCDSB/school/class expectations, policies and procedures.
- g) Students will strive to achieve a virtuous lifestyle, high standards of personal conduct and academic performance, active participation in leadership and service initiatives, concern for the environment, and compassion for those in need.
- h) Students shall fulfill these responsibilities by:

- coming to school prepared, on time, ready to learn, and properly;
- striving for excellence in personal conduct and academic performance;
- cultivating opportunities to develop talents and strengthen personal leadership skills;
- demonstrating courteous behaviour to fellow students and staff;
- demonstrating respect for self
- contributing to an inclusive sc Tf -0.001 T48303 -0 0 (n)-0.01 T48303o(nt)1.6 (s)-8 (t)1.7 (unit)-3

respecting DP CDS Policy and procedures regarding use of personal electronic devices (PEDs), including using these devices in a responsible and respectful manner, and ensuring that PEDs are only used during instructional time under the following circumstances:

- for educational purposes, as directed by a teacher;
- for health and/or medical purposes;
- to support special education needs;
- to provide an accommodation under the Ontario Human Rights Code.

- b) The parish will assist families and schools in the immediate preparation of students for receipt of the sacraments (as outlined in the Archdiocesan Sacramental Norms) regular celebration of Eucharist and other prayer services with the school community, by offering advice to staff regarding Church

b) The Ontario Catholic School Graduate is expected to be:

A discerning believer formed in the Catholic faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.

An effective communicator who speaks, writes, and listens honestly and sensitively, responding critically in light of Gospel values.

A reflective, creative, and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.

A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.

A collaborative contributor who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good.

A caring family member

(iii) f

- o) Purview: the scope, intention, and range of activities, roles and locations understood to be under the authority of this GAP.
- p) SAP: Student Action Plan
- q) Safe School Action Team: a required local school committee, under the leadership of the principal, that has broad representation and exists to ensure the school community's compliance with the Catholic Code of Conduct. This team focuses its attention on violence and bullying prevention and the creation of a safe, caring, inclusive and healthy learning community for all. This team assists with the development, review and revision process for the Catholic Code of Conduct, assessment of

- y) Support a designated course of action that is purposefully tailored to provide a scaffold of assistance that will maximize the probability of ~~going~~ growth/improvement in student learning and/or behaviours. A support may be intended as preventative, ~~rehabilitative~~ or transformative. Preventive strategies that build community and cultivate ~~social~~ skills are frequently undertaken for the whole school, as they are deemed good for all and essential for ~~all~~. ~~As a~~ support may also be initiated for an individual student in anticipation